



Mayfield Primary School

Overview for Spelling in Year 3

In Year 3 we learn different spelling patterns and rules each half term. These are part of our daily GPS (Grammar, Punctuation and Spelling) sessions. These sessions will enable us to prepare for our GPS test in Year 6. Our teachers ask us to apply the spelling patterns to our writing and check to see that we have understood the particular spelling rule and its exceptions.

Our key words and spelling patterns for Year 3 are as follows:

Useful websites:

<https://www.gov.uk/government/publications/letters-and-sounds>

<http://www.letters-and-sounds.com>

<http://www.schoolslinks.co.uk/SpellingBank.pdf>

http://www.lancsngfl.ac.uk/nationalstrategy/literacy/download/file/Support_for_Spelling.pdf

Term 1

Year 3 Term 1 National Primary/Literacy Strategy Spellings:

Words are taken from the KS2 medium and high frequency lists, and children also revisit those words that they remain unfamiliar from the KS1 high frequency word lists (as well as any from the phase 6 words from 'Letters and Sounds').

Irregular (Phase 6)	before, four, head, once, their, two, were, went, they, said
Irregular words (High Frequency Words)	days of the week, months of the year, above, animals, brought, bought, change, different, during, earth, eyes, friends, great, heard, important, laugh, people, suddenly, sure, swimming, tries,, world, young
Tricky words	Oh!, they're, Mr., Mrs., looked, called, asked, could

We look at particular word endings (or suffixes) and how they are spelt, as well as applying any rules for that word root

-le (such as kettle, bottle, little, stable),

-ing (words such as asking, helping – where we just add the ing, and also words such as coming, hoping – where we take off the final 'e' before adding ing),

We will also be looking at the following prefixes;

re- (eg: return, replay, repay),

un- (eg: unwell, unseen, undo),

de- (eg: decode, defuse, debug),

dis- (eg: such as dislike, disobey, discount),

pre- (eg: such as prefix, prefer, predict),

During this term we will be consolidating and revising the following KS1 long vowel sounds that the children have learnt to ensure accurate spelling of these words;

ee (eg: queen, seen), ea (eg: tea, seat),
ai (eg: main, sail), ay (eg: today, say),
o_e (eg: phone, stone), oa (eg: toad, coat),
igh (eg: right, light), ie (eg: pie, tie),

Plus topic appropriate words for this term.

Term 2

Year 3 Term 2 National Primary/Literacy Strategy Spellings:

Words are taken from the KS2 medium and high frequency lists, and children also revisit those words that they remain unfamiliar from the KS1 high frequency word lists (as well as any that they are spelling incorrectly from the previous term).

During this term we will be looking at the following;

comparatives (eg: quick, quicker, quickest and slow slower, slowest),
adding 'y' (eg: crisp – crispy, sun - sunny, bone – bony, smoke – smoky),
plurals of words and the appropriate spelling rules (such as changing fly to flies),
silent letters in words (eg: knife, gnash, wreck, lamb),
compound words (eg: nobody, anybody, football, cupboard),
contractions (eg: won't, I'm, didn't),

We look at particular word endings (or suffixes) and how they are spelt, as well as applying any rules for that word root

–ly (such as kindly, weekly),
-full (such as careful, successful – whilst emphasising to the children that they remove the final letter 'l'),
-less (such as careless, endless),
–able (such as readable, enjoyable),

During this term we will be consolidating and revising the following KS1 long vowel sounds that the children have learnt to ensure accurate spelling of these words;

oo (eg: roof, root), ew (eg: grew, drew),
u_e (eg: June, duke), ai (eg: laid, maid),

Time will be given over to ensure that they practise the words that they remain unfamiliar with from the KS1 high frequency word lists (e.g. days of the week and months of the year).

Plus topic appropriate words for this term.

Term 3

Year 3 Term 3 National Primary/Literacy Strategy Spellings:

Words are taken from the KS2 medium and high frequency lists, and children also revisit those words that they remain unfamiliar from the KS1 high frequency word lists (as well as any that they are spelling incorrectly from the previous term).

We will be looking at the following prefixes;

mis- (eg: such as mistake, misplace),

non- (eg: such as non-stop, non-stick),

co- (eg: such as co-write, co-star),

ex- (eg: such as export, expect),

anti- (eg: such as antifreeze, antiseptic),

some- (eg: such as sometimes, something) and also a revision of the prefixes that we covered in Term 1.

During this term we will be consolidating and revising the following KS1 long vowel sounds that the children have learnt to ensure accurate spelling of these words;

ie (eg: tried, tries), i_e (eg: such as finer, finest)

igh (eg: such as bright, lightest), ew (eg: such as few, fewer),

ow (eg: such as slow, slower), o_e (eg: such as close, closer),

Time will be given over to ensure that they practise the words that they remain unfamiliar with from the KS1 high frequency word lists (eg: days of the week, colours, and tricky words such as because, their).

Plus topic appropriate words for this term.

Please feel free to continue this practise at home when sharing a reading book with the children or when working together on homework activities.

Thank you for your co-operation in this.

Year 3

